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## BOOKS RECEIVED.

[This notice here given does not preclude the publishing of a comprehensive review.]

*A History of the United States for Secondary Schools.* By J. N. LARNED. Boston: Houghton, Mifflin & Co. Pp. 623+78. \$1.40.

This is a large volume, with copious notes, topics, suggested readings, and an atlas of historical maps. It is intended for use in the last year of the high school in accordance with the recommendation of the Committee of Seven, and seems well adapted for its purpose. One might perhaps register a complaint against the unnecessary frequency of the side-heads in the makeup of the book. This seems a pedagogical sin which is becoming more common.

*Siever's Grammar of Old English.* Revised edition by ALBERT S. COOK. Boston: Ginn & Co. Pp. 422. \$1.60.

This is the third revised edition of this well-known work.

*Eastward Ho.* By JONSON, CHAPMAN AND MARSTON. And JONSON'S *The Alchemist*. Edited by FELIX E. SCHELLING. Boston: D. C. Heath & Co. Pp. 408.

We congratulate the publishers on this charmingly designed book, and hope that the "Belles-Lettres" series will be a success. The opening numbers are certainly of great promise.

*Chapters on English Metre.* By JOSEPH B. MAYOR. New York: The Macmillan Co. Pp. 308. \$1.50.

This is the second edition, revised and enlarged. Chapters on the Metrical Systems by Dr. Skeat and Mr. Robert Bridges, on Shelley's meter, and on the English hexameter have been added. This book ought to be in the working library of every teacher of English in our high schools.

*Practical Lessons in Human Physiology.* By JOHN I. JEGI. New York: The Macmillan Co. Pp. 343. \$1.

Personal hygiene and public health are given prominence in this book. The style is chatty and hortatory, and suggests a course of lectures on the subject. We are inclined to doubt the wisdom of printing at the end of each chapter a summary of the main points. It looks as if one might take either the chapter *in extenso*, which is not a very great mental effort, or take the digest of it. At any rate, the student is spared the intellectual labor of making a summary.

*Hero Tales.* By JAMES BALDWIN. New York: Charles Scribner's Sons. Pp. 182. \$0.50.

This book fully sustains the reputation of its predecessors in this series, and is just the sort of book one might reasonably expect boys to be interested in—a book that will develop in him a desire to read further of these great men of ancient days.

*The Roosevelt Book.* With an Introduction by ROBERT BRIDGES. New York: Charles Scribner's Sons. Pp. 189. \$0.50.

This book is made up of extracts from various books and addresses by President Roosevelt, well chosen and well arranged.

*Zoölogy—Descriptive and Practical.* By BUEL P. COLTON. Boston: D. C. Heath & Co. Pp. 375+204.

The preface at once shows the hand of the teacher, and the eminently practical suggestions made there encourage one to read the book. This ought to be a very valuable handbook on a subject not too well taught in our schools.

*A Primer of English Literature.* By ABBY WILLIS HOWES. Boston: D. C. Heath & Co. Pp. 190.

The author modestly declares that this book strives to tell simply and clearly a few things, and to bring prominently before the reader only the greatest literary names; and we think the effort has been successful.

*Plane Surveying.* By SAMUEL M. BARTON. Boston: D. C. Heath & Co. Pp. 255.

This is a brief treatise adapted for a short course in colleges or as a preparatory course in technological institutions.

*Advanced Course in Algebra.* By WEBSTER WELLS. Boston: D. C. Heath & Co. Pp. 582.

A review of this and the preceding work will appear shortly.

*Territorial Acquisitions of the United States.* By EDWARD BICKNELL. Boston: Small, Maynard & Co. Pp. 138.

This is a useful little handbook, written in an interesting style and containing valuable information.

*Marcus Tullius Cicero.* TEN ORATIONS. Edited by R. A. VON MINCKWITZ. New York: The Macmillan Co. Pp. 518. \$1.25.

This seems a ponderous volume, and in looking over it one is tempted to again raise the question as to the advisability of elaborate introductions (in the case of 67 pages), extensive notes (145 pages), and a seemingly large vocabulary (over 100 pages). We shall soon vie with the three-volume novel of old England.

*Mary of Magdala.* Translated from the German of Heyse by WILLIAM WINTER. New York: The Macmillan Co. Pp. 135. \$1.25.

This historical and romantic drama in five acts has been produced in this country with great success by Mrs. Fiske, and, unlike many of the plays of today, will abundantly repay the perusal of it in book form.

*The Elements of Arithmetic.* By J. W. HOPKINS AND P. H. UNDERWOOD. New York: The Macmillan Co. Pp. 546. \$0.55.

The authors state as their aim: "to give a simple, clear, and rational development of the principles of arithmetic and to illustrate these principles by an abundance and a variety of examples taken from every day life." There is a familiar ring to this, and indeed the book reminds one of the happy number days. Some of the concrete prob-

lems that one sees in glancing through seem appropriate, but the laws of rational education seem to receive a sad jolt when one sees forty-eight examples of division, fifty of decimals, etc., etc. Some of us seem never to get beyond the maxims, "Learn to do by doing," and "Practice makes perfect." These are responsible for much harm in education.

*Aristotle on Education.* By JOHN BURNET. New York: The Macmillan Co. Pp. 141. \$0.60.

If one would understand the problems of education as they occur in our everyday life in America, he must read Aristotle and Plato. They wrote for all time and founded schools of thought rather than schools of mere practice. Aristotle has not always received his fair share of attention from educators, as his position is not as easily analyzed as is that of Plato. Hence we welcome this little book, which we may place beside Bosanquet's *Education of the Young in the Republic of Plato*. Mr. Burnet makes a very interesting point in his introduction, where he shows how Aristotle raised the issue about which we dispute so much and to so little purpose today, viz, "Is the end of education culture, or is it to fit us for the business of life?"

*Elements of Inorganic Chemistry.* By H. C. JONES. New York: The Macmillan Co. Pp. 343. \$1.25.

An interesting method of arrangements characterizes this book and is worthy of imitation. The experiments are placed at the ends of the chapters so that the text is made continuous and more readable. If only for the purpose of compelling the student to review the text in connection with the experiment, we believe it would be a wise plan. There seems to be sound pedagogical methods in this book.

*Goldsmith's Good Natured Man and She Stoops to Conquer.* Boston: D. C. Heath & Co. Pp. 29 + 289.

This is in the new and attractive "Belles-Lettres" series of English classics. The introduction and biographical and critical material are by Austin Dobson, and the text has been collected by George P. Baker, the general editor of the series.

*Selected Letters of the Younger Pliny.* Edited by E. T. MERRILL. New York: The Macmillan Co. Pp. xliii + 473. \$1.25.

We hope that these letters will be more widely read than they have been. They tell of a life that is not remote from ours, and one turns from the annals and records to the individual in a social world with a keenness that has not been taken into account by some of the framers of curricula who are wedded to ideas of mental discipline.

*An English Heroic Play.* By LEWIS N. CHASE. New York: The Macmillan Co. Pp. 250. \$2.

Like Mr. Harrison's book on *Platonism* noticed elsewhere, this is one of the products of graduate study in Columbia University under Professor Woodberry, and deals with another aspect of English literary history. It is a study of the English tragic drama of the latter half of the seventeenth century, and the particular part dealt with here is the Critical Survey of the plays with a view of determining their type.

*Our Bodies and How We Live.* By ALBERT F. BLAISDELL. Boston: Ginn & Co. Pp. 352. \$0.65

This is a revised edition of a familiar book. It is rewritten, rearranged, and has many additional illustrations.

*Australia, Our Colonies and Other Islands of the Sea.* By FRANK G. CARPENTER. New York: The American Book Co. Pp. 388. \$0.60.

This is the latest addition to the interesting series of books by Mr. Carpenter and while some may criticise the lack of detail and the reportorial style, yet for the purpose of supplementary reading in the grades it will be difficult to suggest an adequate substitute. Carpenter is always interesting and gives a view of the countries with good proportion as to the important features.

*Supervision and Education in Charity.* By J. R. BRACKETT. New York: The Macmillan Co. Pp. 222. \$1.

This is a distinctly valuable work in the field of philanthropy, and should be read in all women's clubs and other organizations which have a distinctly social and philanthropic aim.

*The Evolution of Modern Liberty.* By GEORGE L. SCHERGER. New York: Longmans, Green & Co. Pp. 284.

In this work the author has endeavored to trace the genesis and development of the political theories embodied in the Bills of Rights and in the French Declaration of the Rights of Man, and to show that these documents are the results of a long development. As the treatment is limited to the historical side, the work has a decided interest for the teacher of history in a secondary school.

*A Text-Book of American History.* By W. E. CHANCELLOR. New York: The Morse Co. Pp. 653.

This is a breezy production. After reading the first paragraph of the preface, one turns back to the title-page to make sure that the author has not come from our western plains—the land of great things. But the description tells us of only the East, and with surprise we read this grandiloquent sentence: "We now meet upon our horizons in business and in politics, the other nations of the world as the greatest of them all. We are the first democratic empire in universal history, etc." He guards against criticism by a formidable list of collaborators, and the plan of the history is said to "represent a composite of the views of many men of the highest professional standing." It is illustrated, but rather overdone, and we cannot agree with the practice of questions, even for review, being printed at the end of each chapter. It may spare the teacher some labor, but it is just that kind of labor that ought to be done.

*The Leading Facts of French History.* By D. H. MONTGOMERY. Boston: Ginn & Co. Pp. 328+xxvii. \$1.12.

The object of this volume is to present the most important events of the history of France, selected, arranged, and treated according to the soundest principles of historical study, and set forth in a clear and attractive narrative.

*Demosthenes on the Crown.* Edited by W. W. GOODWIN. New York: The Macmillan Co. Pp. 296. \$1.10.

This is an abridgment of the great edition of Professor Goodwin, published by the Cambridge University Press, and is intended for class use. That the work is well done needs not to be said by us, for those who have had the pleasure of hearing Mr. Goodwin, and even of reading his comments on the life of the Athenians, will welcome with pleasure this commentary on the great speech of Demosthenes. It were worth while to study Greek if only to have read and appreciated this speech.

*A Senior School Poetry Book.* Edited by W. PETERSON. *A Junior School Poetry Book.* Edited by W. PETERSON. New York: Longmans, Green & Co. Pp. 276 and 144.

We agree with Principal Peterson that the reading of poetry and the learning of the same should be revived in our schools, and therefore we welcome such books as he has edited for us. True, they are primarily from English authors, but with a catholicity of taste that forgets national boundaries, or remembers them only to try to obliterate them we find him quoting largely from our poets, and thus making books suitable for use in our own country. Bryant, Bret Harte, Holmes, Hovey, Howe, Longfellow, Lowell, Poe, Whitman, Whittier, Emerson, Field, Prentiss, Roberts, and Smith are representative authors whose poems are quoted. The editor has been singularly felicitous in his selection of poems and in his arrangement of them. In many cases he seems to have been guided by the psychological instinct, and so has gained immeasurably in force and suggestiveness. For instance, the poem by Sangster on "The Plains of Abraham" is followed by Gray's "Elegy," recalling at once to our minds the memorable night before the battle on those plains when Wolfe quoted this poem to his soldiers as they approached the city by way of the river. We could multiply these instances to show the great possibilities in editorship, and how well Mr. Peterson has used these possibilities.

*Samuel Chapman Armstrong.* By EDITH ARMSTRONG TALBOT. New York: Doubleday, Page & Co. Pp. 301. \$1.50.

Biography should fill a more important part of our school and home libraries than it does at present. In this busy, practical world it seems the fashion to seek books which give definite instruction or fleeting pleasure. The old-fashioned teaching through inspiration and suggestion, and the equally old-fashioned pleasure of reading of what others have accomplished in their desire to render social service, have been pushed aside especially in our high schools. Just such a book as this is the kind that ought to be in every high-school library. It tells of a life of devotion to a high purpose of a man who actually contributed in a tangible way to human progress, who lived in stirring times, and who was instrumental in helping to solve some of our vexed problems as a nation. The beginnings of the work at Hampton read like a romance, and reading of the intrepidity and far-sightedness of the soldier-teacher will do more to stimulate boys to greater and nobler things than all the lessons on civics from the latest and best text-books. Inspiration is what we need in this adolescent period of childlife, and lives of such men as Armstrong furnish us with the power.